Publishing in town and country planning for the upcoming 'Research Excellence Framework' (REF)

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Publishing in Town and Country Planning for the upcoming 'Research Excellence Framework' (REF): Lessons from the RAE 2008 for early career academics

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Introduction

> "For a new/young academic, the journey is "not uphill all the way; it is uphill only for most of the way. At a certain point, one crosses the threshold and is then propelled to fame" (Tol 2009:423)

'*Inspiring, but clearly a daunting prospect'*, would cry, 'early career academics', or the 'new generation of researchers' (James et al 2009: 4) who are "within their first five years of academic or other research-related employment", and who are looking forward to an "uninterrupted, stable research development following completion of their postgraduate research training" (Bazeley 2003:274).

This is because on one hand, early career academics are having to embark on high 'quality' research and then to ensure that its key findings are disseminated through relevant 'outputs' (such as journals, books etc.) to maximise its 'impact' to a wider audience. Without the benefit of hindsight, a conception of what good 'quality' is and what the most appropriate form of 'outputs' might be, often present themselves as central challenges. On the other, early career academics are all too aware of the core assumption underpinning the distribution of research funds by funding councils in the UK, that a 'selective distribution of resources' based on the quality of research outputs will not only lead to 'greater research productivity' within a higher education institution (Advisory Board for Research Councils, 1987; Kogan and Hanney 2002; Tapper and Salter 2004;15), but also will ensure that universities spend taxpayers' money effectively.

A central question therefore is in how best early career academics can chart out a strategy that will enhance the levels of research productivity over their academic career. One of the most accessible options is to seek advice from peers and guidance from mentors. The other, which is what this paper is focussed on, is to examine how research outputs have been evaluated previously, and how and whether it might offer some clues to strike a balance between 'choice of outputs' and 'output quality'. To do this, the most recent assessment exercise, the RAE 2008 is examined. The scope of this inquiry will be specific to the discipline of Town and Country Planning although some of the findings from this paper will inform new/young academics from other disciplines as well.

Of course, the RAE 2008 for Town and Country Planning has previously been examined in considerable detail (see Punter and Campbell 2009) and which included: (1) a clear account of how the sub-panel for Town and Country Planning undertook its work; (2) discussions on the quality of research within various (existing and emerging) sub-disciplines within Town and Country Planning; (3) an assessment of quality profiles of various submitting institutions. Early career researchers will find this work a comprehensive account of how the RAE 2008 was carried out. But this paper is far more modest in what it sets out to achieve and primarily focuses on those aspects of the RAE that have not been previously examined – the key characteristics of research outputs submitted by academic staff in Town and Country Planning for the RAE 2008. This gap in knowledge I argue needs to be addressed as it might give an insight for early career academics, as to how to position one's own outputs for the upcoming Research Excellence Framework (REF).

Keeping these issues in mind, the paper considers the following methodological approach. Although a range of outputs are submitted to the research assessment exercises, journal publications have generally been dominant over other forms of outputs across the various units of assessment (Brinn et al. 2001; Paisley and Paisley 2005). This then raises two particularly interesting questions with respect to the last assessment exercise, RAE 2008. *Firstly*, what do we know of the range of outputs in Town and Country Planning in addition to journal publications that were submitted to the RAE 2008 and also in how this compares with the spread of outputs in cognate disciplines? An answer might provide a valuable insight for those having recently entered academia, as to how the planning profession has been making an impact on wider society through its choice of dissemination outlets. *Secondly*, what lessons can be learned by examining the nature of journal publications in particular that were submitted to the RAE 2008 for Town and Country Planning. This might serve as a pointer, particularly to early career academics as to how best to strike the balance between choosing the 'right' journal and preparing a 'quality' paper.

To address these questions, this paper draws on the approach adopted in recent research on the nature of publishing in Geography and Environmental Studies in the Research Assessment Exercise 2008 (Richards et al. 2009) and examines related evidence for Town and Country Planning for the same period, 2001-2007. As part of this approach, this paper will look at the characteristics of outputs for the whole of Town and Country Planning rather than look at the performance of individual submitting institutions or departments or schools of planning. Firstly, a brief discussion on the research assessment exercises in the UK. Then two sets of analysis are carried out using the datasets (HEFCE 2009b) that have been made

publicly available by the funding bodies in the UK: (1) a comparison of outputs in Town and Country Planning in the RAE 2008 in relation to cognate disciplines; (2) an examination of characteristics of journal submissions made to RAE 2008 to the Town and Country Planning panel. The paper concludes by summing up key lessons from this paper and also indicates some of the upcoming challenges as one prepares research 'outputs' for the 'Research Excellence Framework' for 2014.

Research Assessment in the UK

The academic community faces new challenges especially with changes to the higher education structure in the UK resulting in the emergence of the 'funding councils' regime in the late 1980s (Tapper and Salter 2004). Previously, the University Grants Committee (UGC), comprising of government-appointed senior academics provided mere 'guidelines' and not formalised 'procedures' to the Treasury as to how the annual block grant ought to be distributed amongst various universities. As a result until 1986, universities in the UK received a research grant through the UGC that was linked to student numbers and "irrespective of the volume or quality of research" (Newall 2003:144; Gilroy and McNamara 2009). Funding councils (such as the Higher Education Funding Council for England and their equivalent in Scotland, Wales and Northern Ireland) on the other hand, were tasked with developing and formalising 'procedures' based on policy goals set out by the government and which higher educational institutions then have to devise their respective strategies to adequately respond to such 'procedures' (Tapper and Salter 204). As a result, funding councils developed 'procedures' for universities to respond to, based on the assumption that a 'selective distribution of resources' will not only lead to 'greater research productivity' (Advisory Board for Research Councils, 1987;

Koga and Hanney 2002; Tapper and Salter 2004;15), but also will ensure that universities spend taxpayers' money effectively.

As a result, measurement of academic performance has gradually become a 'norm' within higher education (Blyth et al 2009). In relation to teaching for instance, this has been marked by the emergence of a range of mechanisms to measure teaching quality including *Subject Review*, *Teaching Quality Assessment*, *Institutional Audit* etc. Equally, research activity as "a process of investigation leading to new insights effectively shared" (HEFCE 2009a) is also periodically scrutinised by the funding councils in the UK. This scrutiny of research activity often referred to as 'research assessment exercises' is carried out within a range of disciplines including Town and Country Planning. Excluding the funding made available by Research Councils across the UK, the amount of research funding allocated to a university in the UK is shaped by the outcome of these research assessment exercises carried out once in four to five years. A central objective of such exercises is: (1) to facilitate various funding councils to be able to effectively allocate funding between various universities; and, (2) to give an overview of the level and 'quality' of research being undertaken within different subject areas (Roberts 2003).

Research assessment exercises were first undertaken in 1986 (then known as the Research Selectivity Exercise) followed by further exercises in 1989, 1992, 1996, 2001 and 2008 (for more details on these exercises especially prior to 2008, see Gilroy and McNamara 2009) – the upcoming assessment exercise for 2012 is referred to as the Research Excellence Framework (REF). The research assessment exercises in order to evaluate the quality of research carried out by 'active'

researchers within a particular educational institution are carried out jointly by the Higher Education Funding Council for England (HEFCE), the Scottish Higher Education Funding Council (SHEFC), the Higher Education Funding Council for Wales (HEFCW) and the Department of Education for Northern Ireland (DENI). The Higher Education Funding Councils (HEFCs) are non-departmental public bodies set up in 1992 to allocate public money to various universities and colleges that provide higher education.

The funding councils, in order to assess the quality of research, construct higher to lower levels of achievement. For instance in the RAE 2001 the quality levels were 5*, 5, 4, 3b, 3a, 2, 1 (McKay 2005), for the RAE 2008, the quality levels were 4*, 3*, 2*, 1* and unclassified. In addition to specifying the quality levels, the research assessment exercises also outline details of the number of submissions that can be made. For instance, in the RAE 2001, every member of staff named as 'research active' and in post on 31 March 2001, submitted up to 4 items of research output that were produced between 1 January 1996 and 31 December 2000 (for those in the Arts and Humanities, the initial date range was brought back to 1 January 1994). For the Research Assessment Exercise carried out in 2008, the publication period ran from 1 January 2001 to 31 December 2007 with every member of staff named as 'research active' still submitting up to four outputs.

Having briefly discussed the nature of research assessment exercises in the UK, an issue that still remains unresolved, is the lack of an approach to separately assess the competencies of early career researchers (Roberts 2003). Although this issue has been acknowledged in the RAE 2001 that "the situation of junior staff or

those who are relatively new to a research career should be taken into account in reaching overall judgements of quality", and as a result of which in RAE 2008, early career researchers were defined as those "who enter academia on or after August 2003". However, in categorising research active individuals, there were only four categories in the RAE 2008 and which does not include early-career researchers: (1) *Category A*, academic staff employed by a higher education institution and whose employment contract talks of teaching and/or research duties); (2) *Category B*, academic staff employed by a higher education institution as on 1 January 2001 who left that institution after this date but before the census date (which is, the current affiliation of an academic staff to a particular educational institution as on a particular date, and in the case of RAE 2008, the census date was 31 December 2007); (3) *Category C* and *D* (independent investigators whose research activity is linked to the department in which they are employed) (HEFCE 2008). In response to this, the latest circular does mention that early career researchers can submit fewer numbers of outputs (HEFCE 2010) but does not specify either a number or particular types of outputs that early career researchers should be focussing on.

To provide some insight into how new/young academics might work towards preparing 'quality' research 'outputs', the following two sections examine the characteristics of submissions made to the Town and Country Planning sub-panel in the RAE 2008

Key characteristics of outputs

In the 2008 RAE, a two-tier peer review system consisting of panels and sub-panels was introduced – see Figure 1 (INSERT FIGURE 1 AROUND HERE). At the lower level, a sub-panel was constituted for each of the 67 subject areas or units of assessment (UoA). At the upper level, units of assessment that would have 'similar approaches to research' were brought under a panel. For instance, Panel H consisted of the following sub-panels – Architecture and the Built Environment (UoA 30), Town and Country Planning (UoA 31), Geography and Environmental Studies (UoA 32), and Archaeology (UoA 33). The panels and sub-panels in every subject area had its own Chair and Members, but in addition, the panels also had 'observers' who were members from professional/funding councils.

In this paper, I particularly examine the submissions made to Panel H under Town and Country Planning (UoA 31). 26 submissions were made under UoA31 and detailed results of assessment of these submissions are publicly accessible under various headings: (1) RG – Research Groups; (2) RAO – Overall Staff Summary; (3) RA1 – Research Active Staff Details; (4) RA2 – Research Outputs; (5) RA3a – Research Students; (6) RA3b – Research Studentships; (7) RA4 – External Research Income; (8) RA5a – Research Environment and Esteem. Since we are interested in the characteristics of research outputs, detailed results under the heading RA2 have been examined both within Town and Country Planning and cognate disciplines.

Although the literature points to the dominance of journal publications over other forms of outputs (Brinn et al. 2001; Paisley and Paisley 2005), however in the case of Town and Country Planning sub-panel, a range of outputs in addition to journal articles have been submitted as part of the Research Assessment Exercise 2008 – see Figure 2 (INSERT FIGURE 2 AROUND HERE).

The nature of outputs in Town and Country Planning were compared to cognate units of assessment in the RAE 2008 - such as Geography and Environmental Sciences, Architecture and the Built Environment, Economics and Econometrics, Politics and International Relations, Social Work and Social Policy and Administration, Sociology, Philosophy and Development Studies – see Figure 3. This reveals two interesting findings (INSERT FIGURE 3 AROUND HERE). *Firstly*, that publication in journals followed by book publication (either as an authored book or a book chapter) has similar patterns across these units of assessment. *Secondly*, there is evidence of some outputs in the form of 'research reports for external bodies' in some of the units such as Town and Country Planning, Politics and International Relations, Social Work and Social Policy and Administration, Development Studies, Architecture and the Built Environment. Such findings point to the fact that some units of assessment (such as Town and Country Planning) have more policy relevance than others and which needs to be reflected in the processes for evaluating quality of research outcomes.

Nature of journal submissions

This section looks at the nature of journal submissions in particular. Evidence from the submissions made to the Research Assessment Exercise 2008 was used to list journals from which more than 5 articles were submitted to the Town and Country Planning sub-panel.

A closer look at the frequency of submissions in RAE 2008 (see Figure 4) gives some indication of a 'shared conception of quality journals', one from the point of view of academic staff and the other, from the perspective of submitting institutions. In the former, it appears that academic staff submitted articles to the RAE 2008 from a range of journals although more than twice the number of articles were published in the top ranking journal (Urban Studies) in comparison to the second ranking journal (Environment and Planning A), thus suggestive of dominant journal within Town and Country Planning, i.e. *Urban Studies*. The list shows a diversity of journal outlets including those with a broad appeal as well as those that are highly specialised. (INSERT FIGURE 4 AROUND HERE)

In the latter case, while there is evidence that academic staff have used their judgement to submit articles from a wide range of journal publications, it is also true that a 'shared understanding' of high quality journals exist from the point of view of submitting institutions. For instance, academic institutions that submitted articles from the five top ranking journals (ranked by frequency of submission) to the RAE 2008 - *Urban Studies*, *Environment and Planning A*, *Housing Studies*, *Town Planning Review* and *European Planning Studies* - was collated (see Figure 5). This was then compared to the total number of submitting institutions to understand the

spread of top ranking journal papers across the UK (INSERT FIGURE 5 AROUND HERE). There seems to be a range in the distribution; at one end, around three-quarters of submitting institutions had included journal papers from 'Urban Studies' for the RAE 2008, at the other end, around half of submitting institutions had put in journal papers from 'Town Planning Review'. Thus, one can say, that papers from one or more of these 5 journals were put in for the RAE 2008 by at least half of the submitting institutions, and which more or less demonstrates similarities in conceptions of 'quality journals' between academic researchers and submitting institutions.

There is yet another dimension of a 'shared conception of quality journals' which does not necessarily follow the ranking of journals developed by looking at the frequency of submissions in the RAE 2008. This alternative conception based on bibliometric data is particularly difficult to compare though, because whatever data does exist, is organised around subject categories, which makes it rather complex to make relevant deductions. For instance, although by frequency of submission in the RAE 2008, the journal *Urban Studies* ranks higher than *Environment and Planning A*, but based on available bibliometric data, especially under subject category 'Environmental Studies', *Environment and Planning A* ranks higher – see Figure 6 (INSERT FIGURE 6 AROUND HERE). This suggests weak links between different conceptions of high quality journals, thus adding a element of confusion for early career academics.

Discussion

A glance at the past, which is what this paper did, is not a bad place to start from. While building on the work by Richards et al (2009) was instructive, however what remains problematic is in understanding how some of the factors identified in this paper will present both 'barriers' and 'opportunities' in how early career academics might actually chart out a plan of action for the future. For instance, one of the key factors, as this paper argues, is to make an informed judgement on dissemination options by acknowledging that shared conceptions of 'quality' dissemination outlets vary depending on whose 'judgements' are shared and how. As Figure 7 demonstrates (INSERT FIGURE 7 AROUND HERE), it is therefore challenging to know where to publish as one is preparing a good quality paper – should it be based on 'shared conceptions of high quality journals from the RAE 2008? Ought one to look at the rankings from the latest edition of Journal Citation Reports? At a broad level, it would seem that the starting point is to identify 'shared conceptions of high quality journals' and particularly by examining outputs from the previous assessment exercise. In this regard, this paper not only identified a list of such high quality journals but also demonstrated that strong links in such conceptions exist between academic researchers and submitting institutions. Thus, a range of combinations are available for early career academics for instance in submitting all/some papers to journals with high ranking based on RAE 2008 submission frequency and/or JCR Social Sciences ranking etc.

Equally, figure 7 also points to the fact that quality of the paper matters and that a 'shared conception of the quality of the paper' (through a peer-review process) to a great extent shapes the eventual outcome of outputs submitted to the research

assessment exercises. Thus, while a shared conception of 'high quality' journals exist, which as Punter (2002) notes, provides a good indication of where researchers are aspiring to publish, however it is also true that in the RAE 2008, the "paper in the most prestigious journals did not necessarily achieve international standards" (Punter and Campbell 2009:46). It would appear there are no easy answers but what is clear is that the quality of the paper matters. This is particularly significant because during the research assessment exercises, a shared conception of what is a good paper is carried out, through the peer-review process. It is also rather unlikely that a weak paper will find its way in one of the 'quality journals'.

Thus, the wider significance of this paper is that no matter what strategy one adopts towards dissemination, early career academics need to strive for 'excellence'. Adopting such an attitude has clearly delivered results in the past as Punter and Campbell (2009) observe that "a good deal of the best work (in the RAE 2008) was produced by younger staff at early or mid-career stages" (p.46).

Conclusion

In the 2008 Research Assessment Exercise, around £8 billion of public money was 'selectively distributed' to around 190 higher educational institutions, on the basis of an evaluation carried out by 15 panels and 67 sub-panels of over 200,000 research outputs submitted by around 50,000 researchers (La Manna 2008). By examining evidence from the Research Assessment Exercise 2008, this paper discussed key characteristics of publishing within the discipline of Town and Country Planning.

In particular, the diversity of dissemination outlets in highly inter-disciplinary and policy relevant disciplines such as Town and Country Planning should help early career academics produce high 'quality' work. In this regard, the funding bodies while maintaining that the criteria for assessing the quality of outputs should be 'rigour, originality and significance', have broadened the nature of outputs to include 'grey literature', 'practice-based outputs', 'outputs in open-access formats', and 'outputs in institutional repositories'(HEFCE 2010). That a diverse range of output submissions has encouraged early career researchers to demonstrate 'quality work in progress' has also been observed even in the results from the RAE 2001 (Punter 2002).

In addressing these concerns, the paper adopted a similar approach to that by Richards et al (2009), for instance in looking particularly at the 'outputs', ranking the journal submissions by frequency, diversity of journal outlets. But this paper did also carry out an analysis that was different in focus from the work by Richards et al (2009), for instance: (1) a central target audience are the early career researchers in Town and Country Planning; (2) a concern on striking the balance between 'output' quality with choices for dissemination of outputs; (3) developing correlation between say number of citations and panel grade, was beyond the scope of this paper.

However, further challenges lie ahead. *Firstly*, there is the concern of a shift from a traditional peer-review process to a 'bibliometric-based' approach. The argument being that a 'bibliometric-based approach' has many advantages: (1) the assessment process is cost-effective compared to the traditional peer-review process (Oppenheim 2008); (2) there is a closer correlation between research

ratings and citation counts (Oppenheim 1995). Although by no means confirmed how this will play out in the future, however, the publication of the HEFCE circular in March 2010 is a positive development for the future of publishing in this discipline. By adopting the definition of research as "a process of investigation leading to new insights effectively shared" (p 1), the various funding bodies in the UK have in the latest circular issued in March 2010, made further clarification as to how in the upcoming Research Excellence Framework, *output quality* will be assessed (HEFCE 2010). In particular, the UK funding bodies make it explicitly clear that decision to use (or not) a bibliometric-based approach will be entirely up to each sub-panel (HEFCE 2010). For an inter-disciplinary and policy-relevant discipline such as Town and Country Planning, these are very supportive developments. Bibliometric/citation approaches are problematic for the social sciences, since as the Richards paper for geography indicates it favours papers published early in the cycle, which have time to get citations from others before the deadline – as a result, late publications suffer.

Secondly, there is ongoing work on how impacts of research activity on the wider community will be assessed. Research impact is one of three elements of the Research Evaluation Framework, the others being 'output quality', where a selection of the unit's top quality research outputs are assessed and 'environment', where the quality of the unit's research environment is assessed (HEFCE 2009a). As the assessment of 'impact' is not carried out at the level of an individual or the higher educational institution but rather at the level of a research group (or a submitting unit), early career researchers are not directly affected. But it does in some senses require academics in the early stages of their career to start thinking of the wider impacts of their research work. For instance, based on a study of the Research

Quality Framework (RQF) in Australia, and which has been influential in shaping the REF in the UK, Grant et al (2009) identify a range of criteria with which one might be able to assess the impact of their research activity on the wider community, for instance in how researchers working within groups or clusters might have: (1) generated research income; (2) developed community awareness of research; (3) formulated collaborative projects with end users; (4) received invitations to be on reference, advisory and/or steering committees; (4) reduced pollution.

To conclude, a career in academia is quite exciting amidst all the uncertainties and challenges it brings along with it. Particularly, in Town and Country Planning with its firm grip on theory, policy and practice, opportunities for delivering 'quality' work that are of 'benefit' to the wider community are plenty. Thus, a glance at the past and which is what this paper did, is not a bad place to start from. But more problematic is in charting a strategy for the future. On one hand, there is a drive to adopt a strategy underpinned by, what Robert Merton terms as the 'Matthew Effect' (Merton 1968; Johnson 2009). The premise of which is that 'fame breeds (further) fame', and as a result, an early career academic is on the lookout for publishing in highly cited journals or wanting to work with influential academics. On the other, one also needs to engage with shifting priorities of higher education 'regimes' and in whether the objective of research funding is to ensure 'conformity' to regulatory practices or in fact to promote innovation. These factors certainly present both 'barriers' and 'opportunities' in how early career academics can actually chart out a plan of action.

More importantly, early career academics need to balance their role carefully – while responding to market pressures, they must not forget some of the core

values underpinning their teaching philosophy, and what it is that makes them a 'passionate' and 'committed' teacher in addition to being a 'productive' researcher.

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Main Panel	Covers Sub-Panels
Panel A	Cardiovascular Medicine, Cancer Studies, Infection and Immunology, Other Hospital Based Clinical Subjects, Other Laboratory Based Clinical Subjects
Panel B	Epidemiology and Public Health, Health Services Research, Primary Care and Other Community Based Clinical Subjects, Psychiatry, Neuroscience and Clinical Psychology
Panel C	Dentistry, Nursing and Midwifery, Allied Health Professions and Studies, Pharmacy
Panel D	Biological Sciences, Pre-Clinical and Human Biological Sciences, Agriculture, Veterinary and Food Science
Panel E	Earth Systems and Environmental Sciences, Chemistry, Physics
Panel F	Pure Mathematics, Applied Mathematics, Statistics and Operational Research, Computer Science and Informatics
Panel G	Electrical and Electronic Engineering, General Engineering and Mineral and Mining Engineering, Chemical Engineering, Civil Engineering, Mechanical, Aeronautical and Manufacturing Engineering, Metallurgy and Materials
Panel H	Architecture and the Built Environment (UoA 30), Town and Country Planning (UoA 31), Geography and Environmental Studies (UoA 32), Archaeology (UoA 33)
Panel I	Economics and Econometrics, Accounting and Finance, Business and Management Studies, Library and Information Management
Panel J	Law, Politics and International Studies, Social Work and Social Policy and Administration, Sociology, Anthropology, Development Studies
Panel K	Psychology, Education, Sports-related studies
Panel L	American Studies and Anglophone Area Studies, Middle Eastern and African Studies, Asian Studies, European Studies
Panel M	Russian, Slavonic and East European Languages, French, German, Dutch and Scandinavian Languages, Italian, Iberian and Latin American Languages, Celtic Studies, English Language and Literature, Linguistics
Panel N	Classics, Ancient History, Byzantine and Modern Greek Studies, Philosophy, Theology, Divinity and Religious Studies, History
Panel O	Art and Design, History of Art, Architecture and Design, Drama, Dance and Performing Arts, Communications, Cultural and Media Studies, Music

Figure 1: Panels and sub-panels in RAE 2008
(HEFCE 2006)

Output code	Output type	Number of outputs
A	Authored book	105
B	Edited book	22
C	Chapter in book	112
D	Journal article	1379
E	Conference contribution	19
F	Patent/published patent application	0
G	Software	1
H	Internet publication	27
I	Performance	0
J	Composition	0
K	Design	0
L	Artefact	0
M	Exhibition	0
N	Research report for external body	41
O	Confidential report (for external body)	0
P	Devices and products	0
Q	Digital or visual media	0
R	Scholarly edition	0
S	Research datasets and databases	0
T	Other form of assessable output	1
	TOTAL	1707

Figure 2: Types of outputs for Town and Country Planning in the RAE 2008

Output code	Output type	Unit of Assessment*								
		1	2	3	4	5	6	7	8	9
	Number of institutions that made a submission	25	49	34	35	59	67	39	42	10
	Total submissions per institution									
A	Authored book	4	4	5	1	17	9	16	8	7
B	Edited book	1	0	2	0	2	2	2	1	4
C	Chapter in book	4	5	7	2	11	9	13	11	10
D	Journal article	55	81	50	73	48	52	61	27	57
E	Conference contribution	1	0	6	0	0	0	0	0	0
F	Patent/published patent application	0	0	0	0	0	0	0	0	0
G	Software	0	0	0	0	0	0	0	0	0
H	Internet publication	1	2	1	8	1	2	2	3	2
I	Performance	0	0	0	0	0	0	0	0	0
J	Composition	0	0	0	0	0	0	0	0	0
K	Design	0	0	4	0	0	0	0	0	0
L	Artefact	0	0	0	0	0	0	0	0	0
M	Exhibition	0	0	0	0	0	0	0	0	0
N	Research report for external body	2	0	1	0	1	3	1	0	1
O	Confidential report (for external body)	0	0	0	0	0	0	0	0	0
P	Devices and products	0	0	0	0	0	0	0	0	0
Q	Digital or visual media	0	0	0	0	0	0	0	0	0
R	Scholarly edition	0	0	0	0	0	0	0	0	0
S	Research datasets and databases	0	0	0	0	0	0	0	0	0
T	Other form of assessable output	0	0	1	2	0	0	0	0	0

Figure 3: Comparing outputs in Town and Country Planning in the RAE 2008 with cognate disciplines

*1 – Town and Country Planning, 2 – Geography and Environmental Sciences, 3 – Architecture and the Built Environment, 4 – Economics and Econometrics, 5 – Politics and International Relations, 6 – Social Work and Social Policy and Administration, 7 – Sociology, 8 – Philosophy, 9 – Development Studies

Rank	Journal	No. of articles
1	Urban Studies	93
2	Environment and Planning A	46
3	Housing Studies	41
4	Town Planning Review	39
5	European Planning Studies	38
6	Regional Studies	30
7	Journal of Property Research	28
8	Planning Practice and Research	28
9	Planning Theory and Practice	27
10	Environment and Planning C - Government and Policy	24
11	Sociologia Ruralis	22
12	Journal of Environmental Planning and Management	20
13	Environment and Planning B - Planning and Design	18
14	Real Estate Economics	18
15	Transport Policy	17
16	Journal of Urban Design	16
17	Journal of Real Estate Finance and Economics	15
18	Journal of Rural Studies	15
19	Construction Management and Economics	14
20	International Journal of Urban and Regional Research	14
21	European Journal of Housing Policy	13
22	Policy and Politics	13
23	Journal of Property Investment & Finance	12
24	Transport Reviews	12
25	Transportation Research Part A Policy and Practice	12
26	Geoforum	11
27	Planning Perspectives	11
28	Area	10
29	Journal of Environmental Policy & Planning	10
30	Journal of Transport Economics and Policy	10
31	Planning Theory	10
32	Progress in Planning	10
33	Atmospheric Environment	9
34	Cities	9
35	Environmental Impact Assessment Review	9
36	International Planning Studies	9
37	Local Economy	9
38	Local Environment	9
39	Built Environment	8
40	Journal of Transport Geography	8
41	Ecological Economics	7
42	Land Use Policy	7
43	Public Administration	7
44	Transportation Research Part B: Methodological	7
45	Environment and Planning D - Society and Space	6
46	Cambridge Journal of Economics	6
47	European Urban and Regional Studies	6
48	Habitat International	6
49	Housing, Theory and Society	6
50	Journal of Planning Education and Research	6
51	Land Economics	6
52	Property Management	6
53	Transportation Research Part F: Traffic Psychology and Behaviour	6
54	Environment and Urbanisation	5
55	Journal of Real Estate Research	5
56	Local Government Studies	5
57	Transportation	5
58	Transportation Research. Part C: Emerging Technologies	5
59	Transportation Science	5

Figure 4: **Journal ranking by number of papers submitted for RAE 2008**
Journals from which more than 5 articles were submitted to the Town and Country Planning panel in the RAE 2008

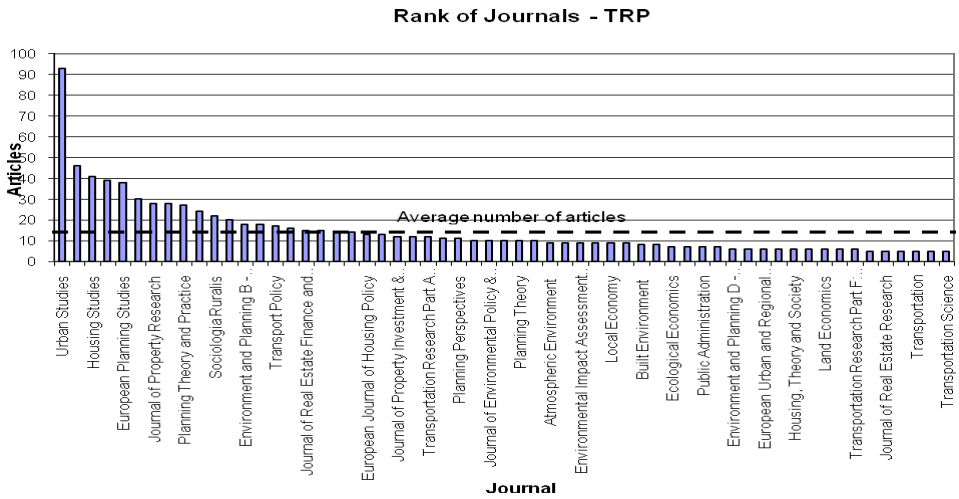

Figure 5: Ranking of journals in Town and Country Planning

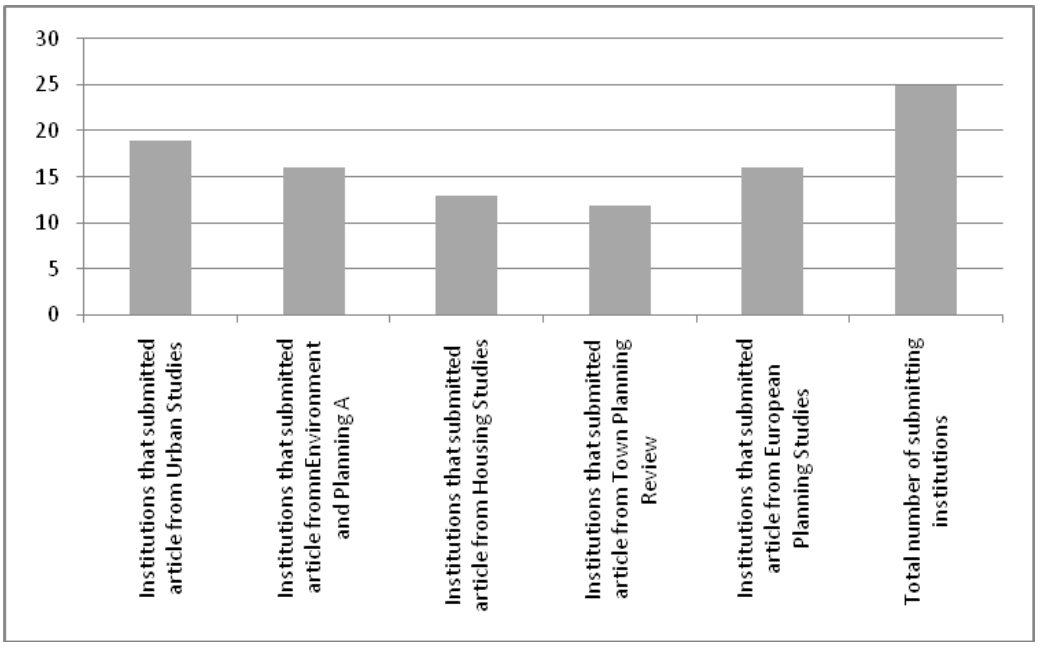

Figure 6: Distribution of top ranking articles submitted by various institutions in the UK

	Journal ranking by number of papers submitted for RAE 2008		Journal ranking within subject categories 2009 JRC Social Sciences			
Journal	**Rank**	**Papers submitted**	**Urban Studies**	**Planning and Development**	**Environmental Studies**	**Geography**
Urban Studies	1	93	6	-	28	-
Environment and Planning A	2	46	-	-	13	11
Housing Studies	3	41	12	-	41	-
Town Planning Review	4	39	-	-	-	-
European Planning Studies	5	38	22	31	60	48
Regional Studies	6	30	-	-	18	18
Journal of Property Research	7	28	-	-	-	-
Planning Practice and Research	8	28	-	-	-	-
Planning Theory and Practice	9	27	-	-	-	-
Environment and Planning C - Government and Policy	10	24	-	-	39	-

Figure 7: **Variations in the conceptions of 'high ranking journals'**

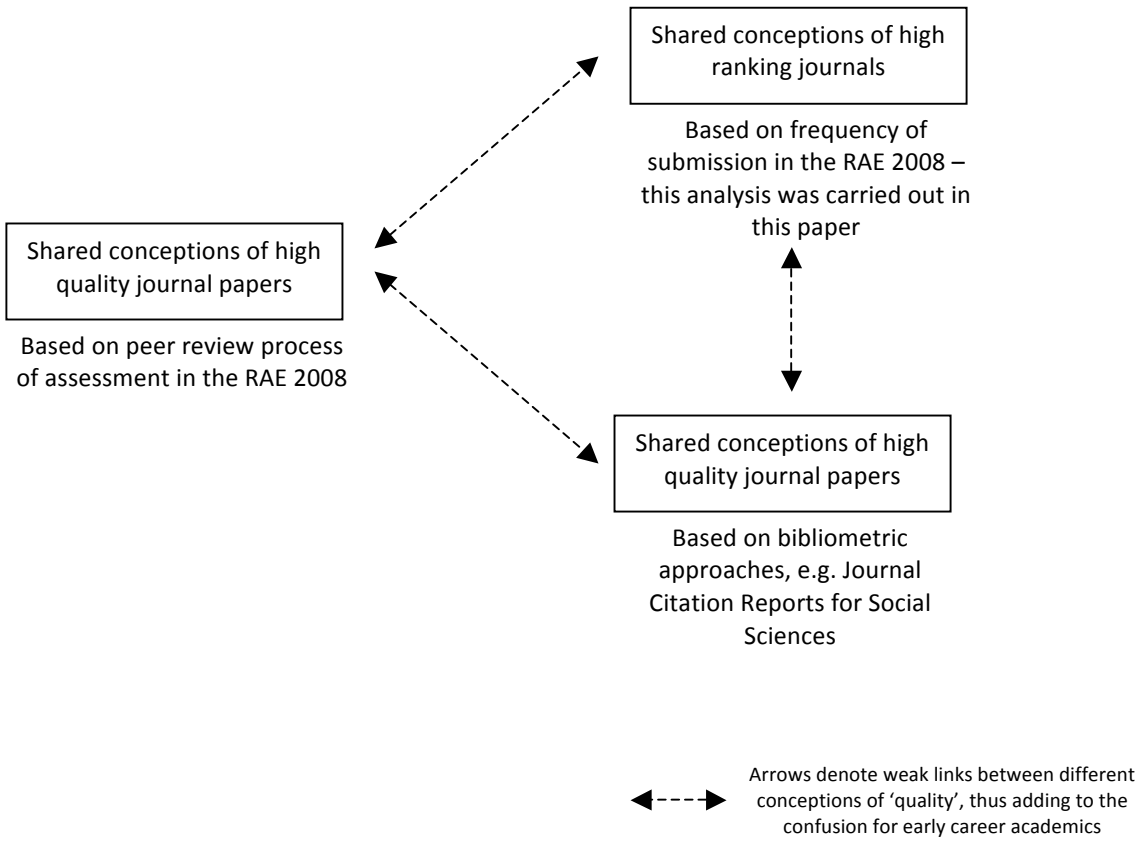

Figure 8: **Shared conceptions of 'quality'**